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ABSTRACT

This document contains handouts from a panel discussion by a school library media specialist, an academic librarian, and a library educator that focused on what library schools are doing to prepare future librarians to teach. The handouts include: (1) a brief bibliography; (2) a survey of LIS (Library and Information Science) program BI (Bibliographic Instruction) courses from the ACRL (Association of College and Research Libraries) Instruction Section Education Committee; (3) a brief description of the LIS programs with BI courses in New York State; and (4) a sample syllabus for a BI course from the University at Buffalo (New York) that includes a course description, assignments, relevant Web sites, topics covered in each session, and bibliography. (MES)

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ED 474 838

What are Library Schools Doing to Prepare Librarians as Instructors?

By: Lorna Peterson

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What are library schools doing to prepare librarians as instructors? Panel discussion for "InfoLit for ALL Students" New York Library Association Conference, Buffalo, NY. October 26, 2002

Lorna Peterson, Associate Professor, University at Buffalo

Where once teaching the theory, art and practice of instruction to librarians was considered the speciality of the school library media specialist only, or as an unreasonable demand by practitioners for addition to the library school curriculum, teaching bibliographic instruction has become a regular course for students preparing for all areas of librarianship. As part of a panel of a school library media specialist, an academic librarian, and a library educator, the following handouts show what library schools are doing for preparing future librarians to teach.

It is hoped that the bibliography, the ALA/ACRL Instruction Section listing of schools offering instruction for librarians, and the two syllabi by the author for a bibliographic instruction course, will prove useful for those attempting to understand where instruction skills fit in the preparation of librarians.

A reading of the articles represented in the bibliography will demonstrate how bibliographic instruction went from being perceived as a continuing education/workshop course into a regular course of the library and information science curriculum with full time faculty devoted to its teaching and as an area rich for research. For those interested in identifying faculty in library and information science who designate themselves as specialists in bibliographic instruction/user education, consult the Association of Library and Information Science Educators (ALISE) Directory. In the "Classification Guide" the number 39 is designated for bibliographic instruction/user education. By looking at the faculty names and the numbers they used to describe themselves, this gives a sense of who is teaching and doing research in the area of bibliographic

instruction. Adjunct and part time faculty are very important to the curriculum delivery of the library school, and some who teach for library schools are not part of the regular full time faculty. An interesting research topic would be to see not only where bibliographic instruction is taught, but by status, who is teaching it.

Library schools are preparing future librarians to teach. If not with separate instruction courses, by assigning class presentations to give practice in teaching and by covering bibliographic instruction in reference courses.

NYLA "Infolit for ALL Students" Saturday, October 26, 2002
8:30 - 9:45am

Buffalo Convention Center, Buffalo, NY

Lorna Peterson, Ph.D., Associate Professor of Library and Information Studies
University at Buffalo, State University of New York, Department of Library and Information Studies,
534 Baldy Hall, Buffalo, NY 14260

What are library schools doing to prepare librarians as instructors? Panel discussion for "Infolit for ALL Students" New York Library Association Conference, October 26, 2002

Educating the future instruction librarian, especially beyond the school library media tracks in graduate programs of library and information science (LIS), has come a long way in the past 10 years. Where once bibliographic instruction courses were experimental courses and as late as 1992 LIS deans and directors did not want dedicate a special course in the curriculum, teaching the theory and practice of instruction to library user groups is now a regular part of LIS teaching. Instruction theory and skills are seen as important components for academic librarianship and public librarianship and our library school curricula reflect this.

This handout for the panel discussion consists of a brief bibliography, A Survey of LIS program BI courses from the ACRL/Instruction Section Education Committee, a brief description of the LIS programs with BI courses in New York State and a sample syllabus from University at Buffalo.

Bibliography

Rao Aluri and June Lester Engle, "Bibliographic Instruction and Library Education." In: ***BI: The Second Generation***. Edited by Constance A. Mellon, Littleton, CO: Libraries Unlimited, 1987. Pp. 111-124.

Chris Avery and Kevin Ketchner, "Do Instruction Skills Impress Employers?" ***College and Research Libraries***, 57 (May 1996). 249-53+

Scott Mandernack, "An Assessment of Education and Training Needs for Bibliographic Instruction Librarians." ***Journal of Education for Library and Information Science***, 30 (Winter 1990). 193-205.

Diana D. Shonrock and Craig Mulder "Instruction librarians: acquiring the proficiencies critical to their work. 1988 survey of 144 members of ACRL;s Bibliographic Instruction Section." ***College and Research Libraries***, 54, (March 1993), 137-49.

Lynn Westbrook, "Passing the Halfway Mark: LIS Curricula Incorporating User Education Courses."
Journal of Education for Library and Information Science, 40 (Spring 1999). 92-98.

Herbert S. White, "Bibliographic Instruction and the Library School Curriculum." ***Journal of Education for Library and Information Science***, 32 (Fall/Winter 1991), 194-202.

Association of College and Research Libraries (ACRL) Instruction Section (IS) Education Committee

Charge:

To facilitate and identify continuing education opportunities for instruction librarians as well as to promote the development of library instruction courses in graduate programs. The Committee is responsible for maintaining a web site that will identify educational opportunities for practitioners, educators, and students. The Committee will oversee Midwinter discussion forums and other continuing education activities, in cooperation with the ACRL Professional Committee, foster communication between practitioners and graduate school faculty working in the area of library instruction, and monitor the status of library instruction in graduate programs.

New York State American Library Association accredited Library and Information Science Programs offering bibliographic instruction courses

Albany: ISP 666 User Education: Theory and Technique
taught regularly by an adjunct

Buffalo: LIS 523 Bibliographic Instruction
offered since 1988; since 1991 has had a full time tenure track faculty member devoted to teaching the course. Taught by an adjunct only once 1991-2001

Long Island University: LIS 620 Instructional Design and Leadership.
Concentrates on school library media concerns but is open to all students.

Pratt Institute: LIS 673 Library Use Instruction. Offered once a year and taught by an adjunct.

Queens College: No instruction course offered.

St. John's University: Information not available. Was not offered previous to 1999, doubtful that such as course is offered there as of 2002

Syracuse: IST 662 Instructional Strategies and Techniques for Information Professionals
New course, added since 1999, full time, tenure track faculty presence– generally not taught by an adjunct. Concentrates on school library media concerns but is open to all MLS students.

INSTRUCTION SECTION
ALA/ACRL

Library Instruction Courses Offered by ALA-Accredited Library Schools

For a complete list of ALA-accredited library schools, please go to the American Library Association's Directory of Accredited LIS Master's Programs.

United States

California

- University of California, Los Angeles, Department of Information Studies
  * Library Instruction Course Information
  * DLIS 426: User Education/Bibliographic Instruction

Connecticut

- Southern Connecticut State University, Graduate Information and Library Science Program
  * Library Instruction Course Information
  * LSC 599: Special Topics Bibliographic Instruction

District of Columbia

- The Catholic University of America, School of Library and Information Science
  * Library Instruction Course Information
  * CLSC 874: Special Topics: Bibliographic Instruction

Florida

- Florida State University, School of Information Studies
  * Library Instruction Course Information
  * LIS 5524: Instructional Role of the Information Specialist

Hawaii

- University of Hawaii at Manoa, Library & Information Science Program
  * Library Instruction Course Information
  * LIS 665: Teaching Information Technology Literacy | LIS 686: Information Skills & Learning Resources

Illinois

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- Dominican University, Graduate School of Library and Information Science
  * Library Instruction Course Information
  * LIS 764: Library User Instruction

- University of Illinois at Urbana-Champaign
  * Library Instruction Course Information
  * LIS 316: Instruction and Assistance Systems

Indiana

- Indiana University, School of Library and Information Science
  * Library Instruction Course Information
  * L554: Education of Information Users

Iowa

- University of Iowa, The School of Library and Information Science
  * Library Instruction Course Information
  * 021:123: User Education: Multimedia | 021:248: Information Literacy

Louisiana

- Louisiana State University, School of Library & Information Science
  * Library Instruction Course Information
  * LIS 7807: Library User Instruction

Maryland

- University of Maryland, College Park, College of Information Studies
  * Library Instruction Course Information
  * LBSC 702: User Instruction

Massachusetts

- Simmons College, Graduate School of Library and Information Science
  * Library Instruction Course Information
  * LS 408: Bibliographic Instruction and Methods

Missouri

- University of Missouri-Columbia, School of Information Science & Learning Technologies
  * Library Instruction Course Information
  * Q452: Library Use Instruction

New Jersey

- Rutgers, The State University of New Jersey, School of Communication, Library and Information Science Program
  * Library Instruction Course Information
  * 17:610:519: User Instruction

New York

- Pratt Institute, School of Information & Library Science
  * Library Instruction Course Information
  * LIS 673: Library Use Instruction

- Queens College, City University of New York, Graduate School of Library and Information Studies
  * Library Instruction Course Information
  * GLIS 790: Information Resources Instruction

- University of Albany, SUNY, School of Information Science & Policy
  * Library Instruction Course Information
  * ISP 649: User Education: Theory and Techniques: description | syllabus

- University at Buffalo, SUNY, School of Information Studies Department of Library & Information Studies
  * Library Instruction Course Information
  * LIS 523: Bibliographic Instruction

- Syracuse University, School of Information Studies
  * Library Instruction Course Information
  * IST 662: Instructional Strategies and Techniques for Information Professionals

North Carolina

- University of North Carolina at Chapel Hill, School of Information and Library Science
  * Library Instruction Course Information
  * INLS 210(36) User Education: Fall 2000 | Summer 1998

Pennsylvania

- University of Pittsburgh, School of Information Sciences, Department of Library and Information Science
  * Library Instruction Course Information
  * LIS 2970: Special Topics: Library Instruction

Rhode Island

- University of Rhode Island, The Graduate School of Library and Information Studies
  * Library Instruction Course Information
  * LSC 524 Library Instruction: Philosophy, Methodology, and Materials

Tennessee

- University of Tennessee, Knoxville, The School of Information Sciences
  * Library Instruction Course Information
  * IS 557: User Instruction

Texas

- University of Texas at Austin, Graduate School of Library & Information Science
  * Library Instruction Course Information
  * LIS 382L.13: Seminar in Information Resources and Services: Bibliographic Instruction: description | class web page

Washington

- University of Washington, Information School
  * Library Instruction Course Information
  * LIS 560: Instructional and Training Strategies for Information Professionals: description | LIS 560A and LIS 560Y course web pages

Wisconsin

- University of Wisconsin-Milwaukee, School of Information Studies
  * Library Instruction Course Information
  * 540-691: Special Topics: Bibliographic Instruction

Outside the United States

Puerto Rico

- University of Puerto Rico, Graduate School of Library and Information Science
  * Library Instruction Course Information

Canada

- Dalhousie University, School of Library and Information Studies
  * Library Instruction Course Information
  * LIBS 6810: Information Literacy: description | course web page

- University of British Columbia, School of Library, Archival and Information Studies
  * Library Instruction Course Information
  * LIBR 569A: The Instructional Role of the Librarian

- University of Western Ontario, Information and Media Studies, Library & Information Science
  * Library Instruction Course Information
  * 570: Instructional Strategies for Information Professionals

ACRL Instruction Section Home

Send comments or questions to Chad Kahl,
Education Committee webmaster, at ckahl@calstatela.edu
Last Updated: October 23, 2002

Web hosting provided by
John F. Kennedy Memorial Library, California State University, Los Angeles

LIS 523 Bibliographic Instruction
216 Natural Sciences
http://www.sils.buffalo.edu/faculty/peterson/

Dr. Lorna Peterson
Fall 2000

Monday and Wednesday, 3:30-4:50 p.m.

COURSE DESCRIPTION: "Principles and theories of providing instruction in library use with emphasis on designing instructional sessions, improving teaching skills and evaluating bibliographic instruction materials. Includes teaching sessions and evaluation by students. Emphasis is on instruction in academic libraries with attention also given to school media centers and public libraries." SILS 1993-1996 Catalog, p. 12.

Instructor:

Dr. Lorna Peterson Office: 537 Baldy Hall
Office hours: Tuesday/Thursday 3:30-4:30
645-2412 (SILS Office)
645-3775 (fax)

Purpose: To provide an overview of bibliographic instruction within a historical, organizational, theoretical and philosophical framework. Teaching and learning theory will be covered with an opportunity for improving presentation skills for instructional sessions.

Objectives: On completion of the course, each student will be familiar with the field of bibliographic instruction and will be able to plan, present and evaluate a bibliographic instruction session; plan, create, evaluate bibliographic instruction materials; determine appropriate modes, methods and conceptual frameworks for a bibliographic instruction program; use technology appropriately and effectively in teaching; identify relevant bibliographic instruction journals and literature.

Requirements: Course requirements will include readings, taking the Learning Styles Inventory test (ungraded), joining the listserv BI-L (ungraded), joining the class listserv lis523-l, a review of literature on any aspect of bibliographic instruction the student chooses, one bibliographic instruction session using technology and with supporting instructional materials, an evaluation and comparison of electronic instructional materials (manuals, guides, tutorials, and help screens), and a written description of 2 bi sessions in action.

1. Textbooks. There is no required textbook for this course.

Information Literacy: Critical Skills for a Changing World, American Library Association, 1994 and Evaluating Information: A Basic Checklist, American Library Association, 1994, will be provided to you in class.

2. Reserve Reading. There is no Reserve Reading for this course. You are expected to read the materials in the urls provided. You are also responsible for identifying appropriate reading for writing the review of literature paper.

3. Bibliographic Instruction Session (30% of grade) Due Dates will be assigned. Because bibliographic instruction is teaching, one bi session, using computer technology and supporting instructional materials is required. You will develop a bi session for a particular curriculum and audience selected by you. Each presentation will be 25 minutes and evaluated by all members of the class and a panel of outside experts. Details will be provided in class regarding expectations, organization and equipment requests. Due dates will be assigned randomly in class and the sessions will take place between October 25-November 13.

4. BI Review of Literature Paper. (25% of grade) Due **December 4**. You are required to select a topic of interest to you regarding Bibliographic Instruction and write an 8-10 page review of the literature. You will footnote and include a bibliography.

5. Evaluation of Electronic Bibliographic Instructional Materials. 6-8 page paper (25% of grade). Due **November 29**. The creation of instructional materials in the form of paper and electronic guides, manuals, tutorials, help screens, web sites, CD-ROM, tape recordings, videos, etc. is a significant activity in bibliographic instruction. This assignment will concentrate on **electronic instructional material ONLY**. You will evaluate 1 BI online/electronic library skills manual, 3 library Internet pathfinders, 1 online tutorial for web use (making a homepage, using email, etc.), and 1 library catalog help screen for a particular type of search (e.g., author, title, keyword, subject, language, etc.). These electronic instructional materials will be discussed and evaluated by you in terms of production quality, appropriate use of medium, readability, audience, accuracy, ease of use, how well it meets objective, usefulness, and efficiency. Additional guidance will be provided in class and on a separate sheet. You are responsible for identifying the sources you want to evaluate although samples of such instructional materials will be provided in class. It is recommended that you bookmark the ALA LIRT Research Committee web site, http://diogenes.baylor.edu/Library/LIRT/lirtproj.html
which has examples of web tutorials and other instructional materials. This is a labor intensive assignment so please manage/schedule your time wisely. For evaluation criteria, please refer to the ALA LIRT Research Committee site on evaluating web sources:
http://diogenes.baylor.edu/Library/LIRT/lirtcrit.html
You should also consult the Tool Kit for the Expert Web Searcher at:
http://www.lita.org/committe/toptech/toolkit.htm#top

To get you started on examples of online library and computer literacy materials, look at the following:
http://www.buffalo.edu/aboutmyub/
http://ublib.buffalo.edu/libraries/units/ugl/workbook/
http://www.lib.iastate.edu/lib160/info.html
http://www.lib.iastate.edu/commons/front.html
http://www.library.uiuc.edu/help/default.asp
It is recommended that you search library web pages (college, university, community colleges, public libraries) for materials to evaluate. Select institutions by your own interest.

6. BI in Action Paper. (20% of grade) Due **October 18**. One way to learn how to teach is through observation. You will identify, attend and write descriptions of 2 bibliographic instruction sessions. **This IS NOT an evaluation**. You are to observe what and how a librarian taught. This includes tours, teaching the use of an OPAC, bi session for certain disciplines, bi for specific sources, etc. The sessions must be by two different librarians. **You will not write evaluative comments AT ALL. Do not write about your interest, if the presentation was enthusiastic, humorous, etc. WRITE ONLY WHAT IT IS THE LIBRARIAN DID.** BI sessions are to be selected by the student to attend. Look for announcements in various libraries for workshops and sessions. Attend two different sessions/subject matter although it may be from one library.

7. Non graded assignments. You are expected to join the listservs Bibliographic Instruction Discussion Group BI-L@BINGVMB.CC.BINGHAMTON.EDU and the course listserv LIS523-L@listserv.listserv.buffalo.edu. You are also expected to take the Learning Styles Inventory test and to attend class.

You are expected to take the Learning Styles Inventory in class. We will discuss the results. These non graded assignments are important to the course content and will be incorporated in the lectures. You will also use what you have learned from these assignments in your own assignments.

Learning Activities: Lectures, guest lectures, class presentations, evaluation of peer teaching, evaluation of bi instructional materials, creation of bi materials, written assignments, attending bi sessions, readings, evaluation of self and peers in instructing.

Please bookmark and refer to the following sites throughout the course:

LOEX (Library Orientation and Exchange) .
http://www.emich.edu/public/loex/loex.html

ALA LIRT (American Library Association. Library Instruction Round Table).

http://diogenes.baylor.edu/Library/LIRT/

ALA ACRL (Association of College and Research Libraries) Information Literacy
http://www.ala.org/acrl/infolit.html

ALA AASL (American Association of School Librarians) Information Power
http://www.ala.org/aasl/ip_implementation.html .

UB Teaching and Learning Resources
http://ublib.buffalo.edu/libraries/projects/tlr/

Internet Library for Librarians, Bibliographic Instruction
http://www.itcompany.com/inforetriever/instruct.htm

Iconnect@UB
http://www.buffalo.edu/iconnect/

Computing Services for UB Students
http://www.cit.buffalo.edu/students.html

Directory of Online Sources for Information Literacy
http://www.cas.usf.edu/lis/il/

Grades: Grades are not negotiable and work cannot be resubmitted. I do not pre-grade and look over assignments before they are due. Late work will be graded down .33 quality points for each class period it is late. Please have late work date stamped in the office.

All work must be submitted by **Friday, December 8**, 4 p.m., the official last day of classes. It must be date stamped by the office. Work will not be accepted after this date and a grade of F will be assigned for the missing assignment.

Course grades will be calculated as such:

BI session	30%
BI paper	25%

LIS 523
Bibliographic Instruction
209 Norton
Tuesday & Thursday 5-6:20 p.m.

Lorna Peterson
Spring 1999

TOPICS

January 19	Introduction and Welcome Needs assessment of students
January 21	History and Philosophy of BI
January 26	BI Theory Library Anxiety
January 28	**NO CLASS** Research Day
February 2	**NO CLASS** Research Day
February 4	Learning Theory Learning Styles http://www.clat.psu.edu/fvs/lsi/LSI.htm
February 9	BI for Specific User Groups Panel of Guest Lecturers
February 11	Instructional Technology Instructional Support Panel of Guest Lecturers see: http://www.clearinghouse.net/cgi-bin/chadmin/viewcat/Education/instructional_technology_and_tools/educational_technology?kywd++
February 16	Requiring Laptops Instructional Technology in the Curriculum Guest speaker see: http://wings.buffalo.edu/computing/student-access/
February 18	BI From the User Perspective Students and Faculty see: Reinventing Undergraduate Education http://notes.cc.sunysb.edu/Pres/boyer.nsf
February 23	To BI or not to BI? Controversies in Public Service

February 25	Teaching: What is it? How to do it? Teaching Methods
March 2	Planning BI sessions Conceptual Frameworks Active Learning
March 4	Learning Styles Inventory (LSI) Test
March 9	Spring Break
March 11	Spring Break
March 16	Using video in BI Assessing BI methods
March 18	Class Presentations
March 23	Class Presentations
March 25	Class Presentations
March 30	Class Presentations
April 1	Class Presentations
April 6	Distance Education and the Remote Library User Panel of Guest Speakers Distance Education Clearinghouse: http://www.uwex.edu/disted/home.html
April 8	Teaching the Catalog: A Decade+ of Research
April 13	**NO CLASS** Research Day
April 15	**NO CLASS** Research Day

April 20	Social Stratification and BI Tracking Curriculum Differentiation
April 22	Evaluation of student progress Evaluation of teaching
April 27	Wrap-up Course Evaluation
April 29	**NO CLASS**

LIS 523 Bibliographic Instruction
216 Natural Sciences
http://www.sils.buffalo.edu/faculty/peterson/

Dr. Lorna Peterson
Fall 2000

Monday and Wednesday, 3:30-4:50 p.m.

COURSE DESCRIPTION: "Principles and theories of providing instruction in library use with emphasis on designing instructional sessions, improving teaching skills and evaluating bibliographic instruction materials. Includes teaching sessions and evaluation by students. Emphasis is on instruction in academic libraries with attention also given to school media centers and public libraries." SILS 1993-1996 Catalog, p. 12.

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You should also consult the Tool Kit for the Expert Web Searcher at:
http://www.lita.org/committe/toptech/toolkit.htm#top

To get you started on examples of online library and computer literacy materials, look at the following:
http://www.buffalo.edu/aboutmyub/
http://ublib.buffalo.edu/libraries/units/ugl/workbook/
http://www.lib.iastate.edu/lib160/info.html
http://www.lib.iastate.edu/commons/front.html
http://www.library.uiuc.edu/help/default.asp
It is recommended that you search library web pages (college, university, community colleges, public libraries) for materials to evaluate. Select institutions by your own interest.

6. BI in Action Paper. (20% of grade) Due **October 18**. One way to learn how to teach is through observation. You will identify, attend and write descriptions of 2 bibliographic instruction sessions. **This IS NOT an evaluation**. You are to observe what and how a librarian taught. This includes tours, teaching the use of an OPAC, bi session for certain disciplines, bi for specific sources, etc. The sessions must be by two different librarians. **You will not write evaluative comments AT ALL. Do not write about your interest, if the presentation was enthusiastic, humorous, etc. WRITE ONLY WHAT IT IS THE LIBRARIAN DID.** BI sessions are to be selected by the student to attend. Look for announcements in various libraries for workshops and sessions. Attend two different sessions/subject matter although it may be from one library.

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ALA AASL (American Association of School Librarians) Information Power
http://www.ala.org/aasl/ip_implementation.html

UB Teaching and Learning Resources
http://ublib.buffalo.edu/libraries/projects/tlr/

Internet Library for Librarians, Bibliographic Instruction
http://www.itcompany.com/inforetriever/instruct.htm

Iconnect@UB
http://www.buffalo.edu/iconnect/

Computing Services for UB Students
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Course grades will be calculated as such:

BI session	30%
BI paper	25%

Evaluation of Electronic BI materials 25%

BI in action 20%

TOTAL 100%

Assignments must be word processed or typed. Handwritten assignments will not be accepted. Please place your name and mailbox number on all assignments.

Please do not email assignments. Do not submit assignments in electronic form unless specifically requested.

LIS 523
Bibliographic Instruction
202 Clemens
Monday and Wednesday, 3:30-4:50

Peterson
Fall 2000

Schedule of lectures and activities

TOPICS

*** may be subject to change, please be flexible**

August 28	Introduction and Welcome Needs assessment of students
August 30	History of Bibliographic Instruction Definition and name changes of instruction in library use
September 4	**NO CLASS**
September 6	BI Theory Library Anxiety

BEST COPY AVAILABLE

September 11	Foreign students and North American Library Orientation guest speaker: Calmer Chattoo
September 13	Learning Theory http://www.gwu.edu/~tip/index.html Learning Styles http://wings.buffalo.edu/learn/guide/html/body_learning_styles.html
September 18	Computer Literacy http://www.studyweb.com/links/285.html Information Literacy http://www.ala.org/acrl/nili/nili.html http://www.ala.org/acrl/ilcomstan.html
September 20	Instructional Technology Instructional Support Panel of Guest Lectures http://members.aol.com/mind2ls/mindtool.htm Educause http://www.educause.edu/
September 25	Theories of Intellectual Development http://www.cs.buffalo.edu/~rapaport/perry.positions.html Academic Integrity, Citation Practices and Plagiarism, the role of the instruction Librarian http://www.plagiarism.org/ http://www.schoolsucks.com/ http://www.wiu.edu/users/mfbhl/wiu/plagiarism.htm
September 27	BI for specific user groups Panel of guest lecturers
October 2	To BI or not BI? Controversies in public service

October 4	Teaching: What is it? How to do it? Teaching Methods http://ashley.ivey.uwo.ca/~isworld/teachmtt.html Philosophies of Education/Philosophy of BI
October 9	**NO CLASS**
October 10	**NO CLASS**
October 11	**NO CLASS**
October 16	Planning BI sessions Conceptual Frameworks Active Learning http://www.cti.ac.uk/publ/actlea/ http://www.active-learning-site.com/
October 18	Librarian-Faculty Collaboration http://www.ifla.org/IV/ifla64/040-112e.htm http://www2.hawaii.edu/~kroddy/poster/ http://www.slu.edu/colleges/AS/PSY/Library/Corner/Talks/ITS/Jan99/ http://www.lib.uwaterloo.ca/~cjewell/wilu/paper.html
October 23	Using video in BI
October 25	Class presentations
October 30	Class presentations
November 1	Class presentations
November 6	Class presentations
November 8	Class presentations
November 13	Class presentations

November 15	Distance Education and the Remote Library User Instruction via distance http://www.usdla.org/ http://www.acenet.edu/calec/dist_learning/home.html http://distancelearn.about.com/education/distancelearn/mbody.htm Guidelines for Distance Learning Library Services http://www.ala.org/acrl/guides/distlrng.html Distance Education Clearinghouse http://www.uwex.edu/disted/home.html
November 20	**NO CLASS**
November 21	**NO CLASS**
November 27	"Still Hard to use after all these years: Teaching the Library Catalog": A Decade+ of Research
November 29	Social Stratification and BI Tracking Curriculum Differentiation
December 4	Evaluation of BI Evaluation of Teaching Evaluation of Student Progress
December 6	Current issues in BI Wrap-up Course evaluation

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Spring 1999

Assignments and Readings Due

A bibliography will be provided for you to select readings. It is also a base for beginning your review of literature. You are responsible for identifying your own literature to read for writing your term paper. You are also responsible for developing your own reading program to support the course goals and objectives.

Date Due	Assignments
September 18	Read: The ALA Presidential Statement on Information Literacy http://www.ala.org/acrl/nili/ilit1st.html and its follow up report: A Progress Report on Information Literacy http://www.ala.org/acrl/nili/nili.html
October 18	BI in Action Paper
November 29	Evaluation of Electronic BI Materials
December 4	BI Review of Literature Paper
October 25-November 13	BI sessions/class presentations Peer evaluations of bi sessions

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Bibliographic Instruction literature is voluminous. The following is a base of readings for you to consult. These are not on Reserve and they are not assigned. You are responsible for developing your own reading program to support your assignments and lectures.

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Turner, Phil. Helping Teachers Teach, 1988.

Sources for identifying bibliographic instruction literature:

To find journal articles
Search:
- Library Literature
- ERIC
- Expanded Academic Index
- Library and Information Science Abstracts
- Education Index
- PsychLit
- Social Science Citation Index

To find books
Search:
- UB Libraries Catalog

To find reports, technical papers and conference papers
Search:
- ERIC

To find dissertations
Search:
- Dissertations Abstracts International

Important Journals to Consult

- College and Research Libraries
- Journal of Academic Librarianship
- Research Strategies
- Reference and User Services Quarterly

Library Journal
School Library Journal
JASIS
Simile (Studies in media & information literacy education) http://simile.fis.utoronto.ca/

LIS523 Bibliographic Instruction Fall 2000
Dr. Peterson

Review of Literature Assignment

Final papers are due December 4

Use Kate L. Turabian or the **Chicago Manual of Style** for your bibliographic citations.

A review of literature involves locating, reading, and evaluating reports of research, reports of observation and reports of opinion. The purpose of a literature review is to provide a critical evaluation of material that has already been published. In writing the review article, you will consider the progress of specific research toward clarifying a problem. The purpose of this assignment is to acquaint you with issues and problems in bibliographic instruction and information literacy.

In writing the review of literature, follow the below steps:

* Define the problem

* Summarize previous investigations

* Categorize previous investigations and arrange by relationship

* Identify relations, contradictions, gaps, and inconsistencies in the literature

* Make recommendations and conclusion

For examples of excellent reviews of the literature in library science, see the **Annual Review of Information Science and Technology**.

The final paper must be 8-10 pages. A bibliography of works cited will conclude the paper (and will not count as the eighth page).

Checklist for the Review of Literature

1. Title Page with name, course number, title of the paper and your DLIS mailbox number.

2. Literature Review

    a. Define topic clearly and specifically
    b. Avoid or keep to a minimum direct quotations
    c. Summary of research
    d. Conclusion
        Restating the main findings of your paper

3. Bibliography

LIS 523
Dr. Peterson, Fall 2000

COURSE GUIDELINES

1. Late Assignments

    Assignments turned in late will be marked down .33 quality points for each week. An assignment is late if it is not received the hour of class starting on the date due. Please have late assignments date stamped in 534 Baldy.

    No late assignments will be accepted after the official last day of

classes. Assignments not received by 4 p.m. on the official last day of classes will receive an "F".

2. Attendance

Attendance is expected. Information given in class is for the class period only. Individual tutorials for classes missed will not be available. Please have late assignments date stamped in the DILS Office (534 Baldy). I prefer to have assignments turned in to class on the date due.

IF YOU ARE COMING TO CLASS, TURN IN YOUR ASSIGNMENT IN CLASS.

3. Incompletes

Incomplete grades are rarely granted and requests for an incomplete must be submitted in writing stating the reason for the delay and the agreed upon date that the Incomplete will be removed. A form for such a statement is available in the SILS office. Incompletes are not given as alternatives to F's or C's. A grade of incomplete may be taken only because of illness or special circumstances.

4. Extra Work

There will be no opportunity for doing supplemental work to raise your grade.

5. Redo Work

There will be no opportunity for redoing work.

6. Absences

You are responsible for getting material for classes missed. I suggest you find a friend in class willing to share notes and handouts. Lectures are given in class only. I do not give the course in my office to individuals.

7. Waiting

If I am ever more than fifteen minutes late for class, please consider yourself excused.

8. Plagiarism

The University and SILS have specific policies regarding plagiarism. Please be aware of them.

9. Academic Integrity

It is expected that you will behave in an honorable and respectful way as you learn and share ideas. Therefore, recycled papers, work submitted to other courses, and major assistance in preparation of assignments without identifying and acknowledging such assistance will not be tolerated. Please consult with me if you are in doubt regarding ethical academic behavior. Please be familiar with the SILS Statement on Academic Integrity.

10. Grades

Grades are not negotiable.
Grades are reported through the university. I do not post grades.

LIS 523 Dr. Peterson
Bibliographic Instruction

Notable quotes in bibliographic instruction history:

Justin Windsor 1880 " ... make the library the grand rendezvous of the college teacher and pupil alike, and to do it in as much of the teaching as is convenient and practicable ... In all this the librarian becomes a teacher ..."

Otis Hall Robinson 1881 " ... The time is passing when the chief duty of a librarian was to collect books and preserve them. How to get them used most extensively, most intelligently, and at the same time carefully, is becoming his chief concern ... So important do we regard a good library education, that special instruction is given on libraries and the method of using them ... next to the acquisition of knowledge itself is the learning where and how it may be acquired."

Ernest Boyer 1986 "The quality of a college is measured by the resources for learning on the campus and the extent to which students become independent, self directed learners ... All undergraduates should be introduced carefully to the full range of resources for learning on a campus. They should be given bibliographic instruction."

Needs Assessment

NAME _____

teaching experience:

teacher education courses:

public speaking experience:

public speaking/training courses:

public speaking anxiety? :

list the bibliographic instruction you have experienced as a student; go back as far as possible. what was your reaction to the bibliographic instruction?

technology skills: circle courses taken: lis506, 518, 566, 571, 562, 569

What are your expectations for this course?

LIS 523 Bibliographic Instruction
218 NSM
Tuesday/Thursday 5-6:20

Dr. Lorna Peterson
Fall 1997

Topics

September 2	Introduction and Welcome Needs assessment of students
September 4	History of BI
September 9	BI Theory Library Anxiety
September 11	Learning Theory Learning Styles **http://ericae2.educ.cua.edu/infoguide/LEARNSTY.HTM** Developmental Theory
September 16	Instructional Technology Instructional Support Guest lecturer
September 18	**Learning Styles Inventory Test**
September 23	BI in the academic, school, and public library Panel of guest lecturers
September 25	Bibliographic Instruction from the User Perspective: Students and Faculty Panel of guest lecturers
September 30	To BI or Not BI? Controversies in Public Service
October 2	Rosh Hashanah observed NO CLASS
October 7	Teaching: What is it? How to do it?
October 9	Planning BI sessions Conceptual Frameworks Active Learning
October 14	Teaching the Internet Panel of guest lecturers **www.cwru.edu/orgs/cni/base/stuff.html**

October 16	Evaluation of teaching Evaluation of instructional programs
October 21	Instructional Materials: Creation and Evaluation
October 23	Distance Education and the Library Remote User panel of guest lecturers
October 28	Class Presentations
October 30	Class Presentations
November 4	Class Presentations
November 6	Class Presentations
November 11	Class Presentations
November 13	Curriculum Differentiation Tracking Social Stratification and BI
November 18	Information Science Research: Information Seeking Behavior and Implications for BI
November 20	Multiculturalism and BI
November 25	From SILS student to Systems/BI Librarian: Guest lecturer Melissa Wisner, Health Sciences Librarian University of Connecticut
November 27	Thanksgiving observed NO CLASS
December 2	Measuring Students' Progress Testing and Evaluation in Bibliographic Instruction
December 4	From Literate to Scholar: Teaching Library Research Skills to Sixth Graders Using Primary Documents
December 9	Exam
December 11	Wrap-up Course Evaluations

BI in Action (10% of grade)
Due October 14

Observation of teaching is an effective way to learn teaching methods. You are required to identify and attend two bibligraphic instruction sessions by two different librarians and write a 2-3 page paper of what and how (methods, equipment used) the librarian taught. BI sessions for SILS courses are not appropriate for this assignment. This is not an evaluation so please do not comment on how well you thought the teaching was done. In observing the session, note and write about the following: did the instructor introduce self and topic? was there an ice breaker? what instructional aids did the instructor use (blackboard and chalk, handouts, passed around books, book truck, transparencies, PowerPoint, computer and projection system, video, etc.)?, how many were in attendance? was it an open to public session or part of a course? were attendees called upon? was it hands on activities? demonstration? Observe what the librarian and describe.

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BI in a Sociological Context Paper
20% of Grade

☞ **Due November 20**

Are there differences in who gets to learn how to use the library and its resources? What do librarians do to reproduce or eradicate social inequity in educational contexts? How do our institutions reinforce social class stratification? When we think of library users, with what assumptions do we as librarians come? What do we know about our educational institutions and the political, sociological, and economic frameworks which structure the delivery of knowledge? What do we really know about our users and beyond stereotypical constructs? Select one of the following books placed on Reserve (Undergraduate Library, Capen Hall) and write a response paper of 5-7 pages on the teaching of library use within the context of the issue or population discussed. Your response will be to the work with opinions supported by outside readings. You will footnote and provide a bibliography. Lectures and assigned readings on curriculum differentiation will assist you in making the connections.

Read one of the following: **Families on the Fault Line, Worlds of Pain, Working Class without Work, Savage Inequalities, Illiterate America, Bright College Years, College** and ***The Diverted Dream***. Please tell me of your selection by **October 7**.

LIS 523
Bibliographic Instruction

Dr. Peterson
Fall 1997

Evaluation of Bibliographic Instruction Materials: Paper, Electronic and Video

Due: November 4

20% of final grade

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The creation of guides, manuals, handbooks, pathfinders, tutorials, maps, self-guided tours, signs, etc., are regular responsibilities of bibliographic instruction librarians. Librarians create instructional materials in a variety of media, combining text and visuals, to assist patrons in using the library. In order to gain familiarity with these types of instructional materials, and to provide a foundation for the creation of materials, you are required to evaluate **2 paper (book length) bibliographic instruction manuals, 3 library paper guides, 1 audiocassette tour, two library instruction videos, 1 computer assisted product (Research Assistant), 1 manual from the web, 1 web based library tour, and 1 web library guide/pathfinder**. This 15-20 page paper will be discussed and evaluated by you in terms of production quality, readability, audience, accuracy, ease of use, appropriateness of medium, how well it meets its objective, and usefulness. You will also compare and contrast the various media (print/paper; video, audio, electronic) in terms of usefulness, access and efficiency. You are also to discuss the impact of the web on library instructional materials. Print materials have been placed on Reserve in the Undergraduate Library, Capen Hall. Please see the list **Manuals and Guides Placed on Reserve** for selecting books and paper guides to evaluate. Library instruction videos, audiocassette tours, and Research Assistant are available on Reserve in the SILS Lab, 14 Baldy Hall. URLs for web based manuals, tutorials, etc. are provided on the list **Web Based Library Instruction Materials**.

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